



Northwest Evaluation Association

Partnering to help all kids learn

NWEA's Vision:

A world in which education is
kid-centric,
relying on accurate and
comprehensive data to
inform each child's optimal
learning path.

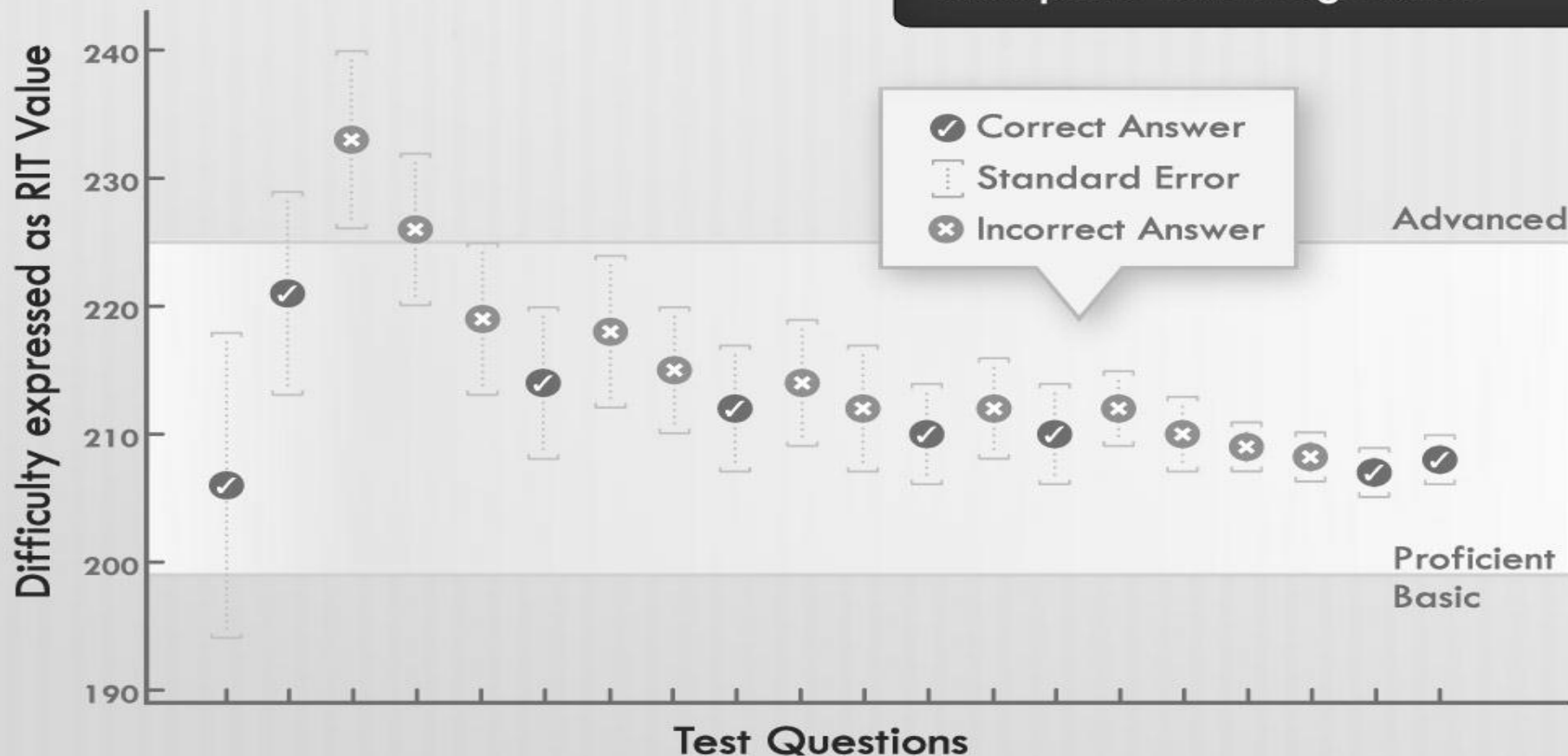
How Do MAP Assessments Work?

- Computerized
- Adaptive
- Challenging
- Untimed
- Immediate results
- Given 4 times a year

MAP BASICS

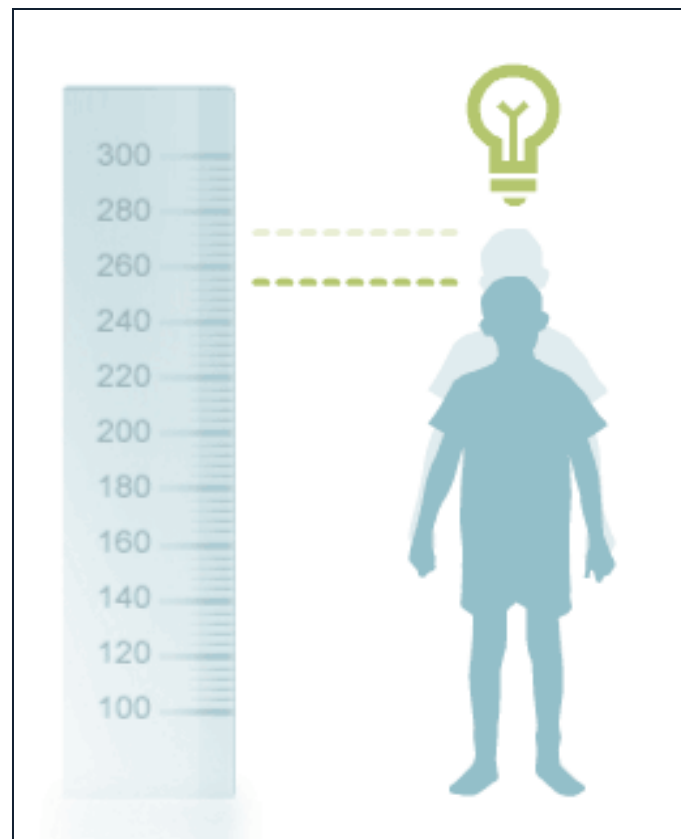


Adaptive Test Progression



What is a RIT Score?

- Rasch unIT (RIT) Scale
- Achievement scale
- Equal-interval
- Growth over time
- Consistent scale



NWEA Reports Site



The screenshot shows the NWEA Reports Site homepage. A large blue arrow points to the 'Reports Login' link in the top navigation bar. The main banner features a young girl lying on grass reading a book, with the text 'Get kid-centric with MAP and get results. Discover the difference true partnership makes.' and a 'Learn how' button. The left sidebar contains a menu with links: 'WHY CHOOSE NWEA?', 'OUR RESEARCH', 'PRODUCTS & SERVICES', 'ABOUT NWEA', 'SPARK COMMUNITY', and 'PARTNER SUPPORT'. The right sidebar lists user roles: 'State & District Decision Makers', 'Legislators & Policy Makers', 'Teachers & Administrators', and 'Students & Parents'. The main content area has three columns: 'NWEA's SPARK Community', 'Common Core Standards', and 'NWEA in the News', each with a brief description and a 'Join the community' link.

NWEA
Northwest Evaluation Association

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HELPFUL SHORTCUTS

- State & District Decision Makers
- Legislators & Policy Makers
- Teachers & Administrators
- Students & Parents

Get kid-centric with MAP and get results.

Discover the difference true partnership makes.

[Learn how](#)

- WHY CHOOSE NWEA?
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- ABOUT NWEA
- SPARK COMMUNITY
- PARTNER SUPPORT

NWEA's SPARK Community

Read blogs, join discussions and find complimentary education resources at NWEA's online destination for partner collaboration.

[Join the community](#)

Common Core Standards

Common Core Standards align a wide range of K-12 education content standards into a single, unified platform, but states will implement the standards in a variety of ways. NWEA is helping partners

NWEA in the News

In Colorado's Eagle County School District, MAP tests are used to assess student learning levels, improve instruction, and set standards for achievement. Measuring with MAP

NWEA Reports Site



Reports



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[Access dynamic reports now.](#)

Teacher Report

Teacher Report - Mathematics Spring 2011

Goal Performance

School: Mt. Rainier Elementary School (NWEA Sample District 2)

Class: F090024 Heyborne Homeroom 1(A)

Teacher: Heyborne, Julien N.

Test: Math Survey w/ Goals 2-5 CO V3

| Student ID | Name | Grd | Test Type | Test Date | RIT | Std Err | RIT Range | %ile | %ile Range | Number Sense & Operations | Algebraic Structures | Data Analysis & Probability | Geometric Relationships |
|------------|------------------------------|-----|-----------|-----------|-----|---------|-----------|------|------------|---------------------------|----------------------|-----------------------------|-------------------------|
| S11001577 | Baltakova, Meyer R. | 2 | S/G | May 11 | 169 | 3.0 | 166-172 | 4 | 2-6 | 159-170 | 169-181 | 163-174 | 161-174 |
| S11000549 | Franco, Fredie E. | 2 | S/G | May 11 | 171 | 3.0 | 168-174 | 5 | 3-8 | 162-175 | 158-170 | 167-180 | 174-187 |
| S11000464 | Viesselmann, Tiesha A. | 2 | S/G | May 12 | 172 | 2.9 | 169-175 | 6 | 4-8 | 162-174 | 162-174 | 165-177 | 174-186 |
| S11000329 | Kattapuram, Caroline E. | 2 | S/G | May 11 | 175 | 3.2 | 172-178 | 10 | 6-14 | 155-171 | 171-184 | 165-178 | 178-190 |
| S11000325 | Manuel-Arcuri, Marelle E. | 2 | S/G | May 11 | 183 | 3.0 | 180-186 | 25 | 18-34 | 167-180 | 189-202 | 180-194 | 173-185 |
| S11000583 | Elsner, Ascia A. | 2 | S/G | May 16 | 187 | 2.9 | 184-190 | 37 | 28-46 | 181-193 | 180-192 | 178-190 | 186-198 |
| S11000304 | Eisenreich, Richa A. | 2 | S/G | May 11 | 189 | 2.9 | 186-192 | 43 | 34-52 | 169-182 | 189-202 | 195-208 | 176-189 |
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| S11000388 | Riffe, Dalla A. | 2 | S/G | May 11 | 193 | 3.0 | 190-196 | 55 | 46-65 | 177-190 | 197-210 | 180-193 | 190-202 |
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| S11000425 | Amireh, Elvira A. | 2 | S/G | May 11 | 200 | 2.9 | 197-203 | 76 | 68-82 | 194-206 | 192-204 | 201-215 | 190-201 |
| S11000296 | Holter, Rosaline E. | 2 | S/G | May 11 | 203 | 2.9 | 200-206 | 82 | 76-88 | 197-209 | 197-209 | 200-212 | 193-205 |
| S11000440 | Parker-Brito, Nikolos S. | 2 | S/G | May 11 | 203 | 3.2 | 200-206 | 82 | 76-88 | 190-203 | 200-213 | 194-206 | 204-217 |
| S11000302 | Gurtz, Ashley R. | 2 | S/G | May 16 | 213 | 3.1 | 210-216 | 96 | 93-98 | 204-217 | 207-220 | 212-224 | 204-217 |
| S11000558 | Santibanez M, Taurey R. | 2 | S/G | May 11 | 218 | 3.0 | 215-221 | 98 | 97-99 | 201-214 | 211-223 | 216-229 | 218-230 |

Totals For: Math Survey w/ Goals 2-5 CO V3

Students: 16
Valid tests: 16
Mean RIT: 191.0
Std Dev: 14.6
Median RIT: 192

Mean: 186.1 192.9 192.3 192.9
Std Dev: 15.9 15.7 16.7 14.1
Median: 186 196 189 193



2011 Normative Data Reference *Status Norms of RIT Scores*

Mathematics Norms (RIT VALUES)

| | Beginning of Year | Middle of Year | End of Year |
|-------|----------------------|-------------------|----------------|
| Grade | Mean | Mean | Mean |
| K | 143.7 | 150.5 | 156.1 |
| 1 | 162.5 | 172.2 | 179.0 |
| 2 | 178.7 | 185.9 | 191.3 |
| 3 | 192.3 | 198.7 | 203.5 |
| 4 | 203.5 | 208.6 | 212.4 |
| 5 | 212.7 | 217.5 | 220.7 |
| 6 | 220.1 | 223.2 | 226.0 |
| 7 | 225.7 | 228.5 | 230.9 |
| 8 | 230.0 | 232.6 | 234.4 |
| 9 | 233.2 | 234.2 | 235.3 |
| 10 | 235.3 | 236.6 | 237.5 |

Reading Norms (RIT VALUES)

| | Beginning of Year | Middle of Year | End of Year |
|-------|----------------------|-------------------|----------------|
| Grade | Mean | Mean | Mean |
| K | 142.5 | 150.6 | 155.1 |
| 1 | 160.0 | 170.1 | 176.1 |
| 2 | 175.9 | 183.4 | 189.2 |
| 3 | 190.2 | 194.8 | 199.2 |
| 4 | 199.6 | 203.0 | 206.3 |
| 5 | 207.1 | 209.9 | 212.4 |
| 6 | 212.5 | 214.2 | 216.2 |
| 7 | 216.6 | 218.2 | 219.6 |
| 8 | 219.5 | 221.4 | 222.6 |
| 9 | 221.8 | 222.2 | 222.9 |
| 10 | 222.9 | 223.3 | 223.9 |

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Individual Student Progress Report

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Class Rosters for of St. Helens Elementary School

1. To get a student list, select the Term.
2. Next select the Class and click the Submit button.

Select Term:

Select Class:

SUBMIT

3. Select the comparison period to show the student's growth (text version only).

☒ Fall to Spring ☐ Spring to Spring ☐ Fall to Fall

4. Select the type of report to generate.

☒ Text ☐ Graph ☐ Both

5. Select up to two additional lines that will be shown on the graph report with the student.

☐ District Average RIT
☐ Norm Group Average

- Click on a student ID number for that student's information.
- Click on a student's name to retrieve a Student Progress Report.
- Click on the class name to get a PDF file with all of the Student Progress Reports for this class.

Class Name: TF060062 Filek Homeroom 1(A)

| Student ID | Name | Grade |
|------------|------------------------|-------|
| S11001837 | Arriaga, Harald D. | 5 |
| SF06000494 | Beaner, Blayne E. | 5 |
| F10000686 | Bretches, Courtland D. | 5 |
| S11000245 | Demery, Anvil L. | 5 |

Individual Student Progress Report

NWEA Sample District 2 Student Progress Report for *Cando, Lakrysta A.*

Mt. Bachelor Middle School

Growth is measured from Fall to Spring

Student ID: SF06001365

Mathematics

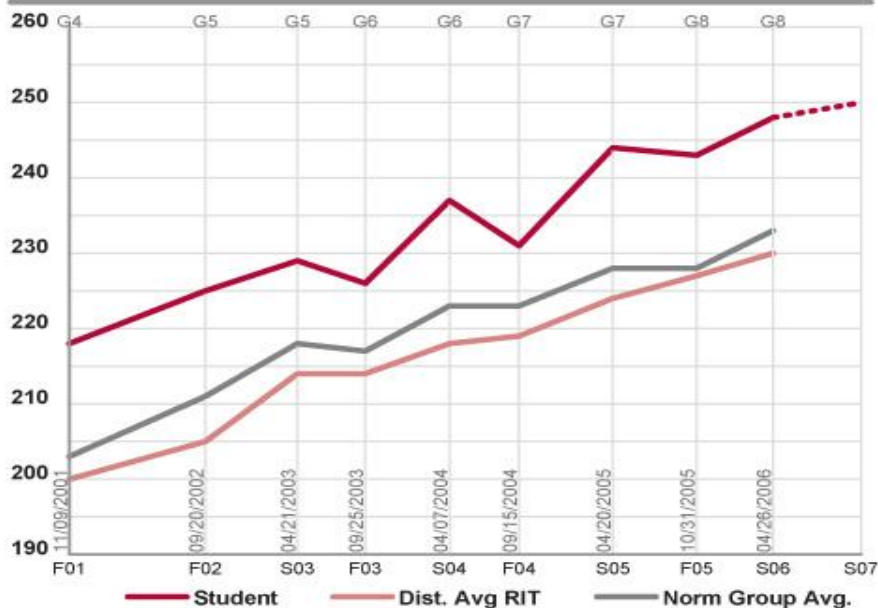
| Season/ Year | Grade | Student Score Range | Dist. Avg RIT | Norm Group Avg. | Student Growth | Typical Growth | Student %ile Range |
|-----------------|-------|------------------------|---------------------|-----------------------|-------------------|-------------------|--------------------------|
| W08 | 6 | 217- 220 -223 | 218 | 221 | | | 39- 47 -55 |
| F07 | 6 | 215- 218 -221 | 212 | 218 | | | 41- 50 -58 |
| S07 | 5 | 216- 219 -222 | 220 | 219 | 3 | 8 | 46- 51 -60 |
| W07 | 5 | 216- 219 -222 | 216 | 216 | | | 53- 62 -70 |
| F06 | 5 | 213- 216 -219 | 212 | 212 | | | 56- 65 -73 |

Reading

| Season/ Year | Grade | Student Score Range | Dist. Avg RIT | Norm Group Avg. | Student Growth | Typical Growth | Student %ile Range |
|-----------------|-------|------------------------|---------------------|-----------------------|-------------------|-------------------|--------------------------|
| S08 | 6 | 223- 226 -229 | 211 | 215 | 2 | 3 | 71- 79 -85 |
| W08 | 6 | 219- 222 -225 | 212 | 214 | | | 65- 74 -81 |
| F07 | 6 | 221- 224 -228 | 207 | 212 | | | 74- 83 -89 |
| S07 | 5 | 212- 215 -218 | 212 | 211 | 0 | 4 | 47- 60 -70 |
| W07 | 5 | 215- 218 -221 | 208 | 210 | | | 67- 76 -84 |
| F06 | 5 | 212- 215 -218 | 206 | 207 | | | 65- 74 -82 |

Individual Student Progress Report

Mathematics

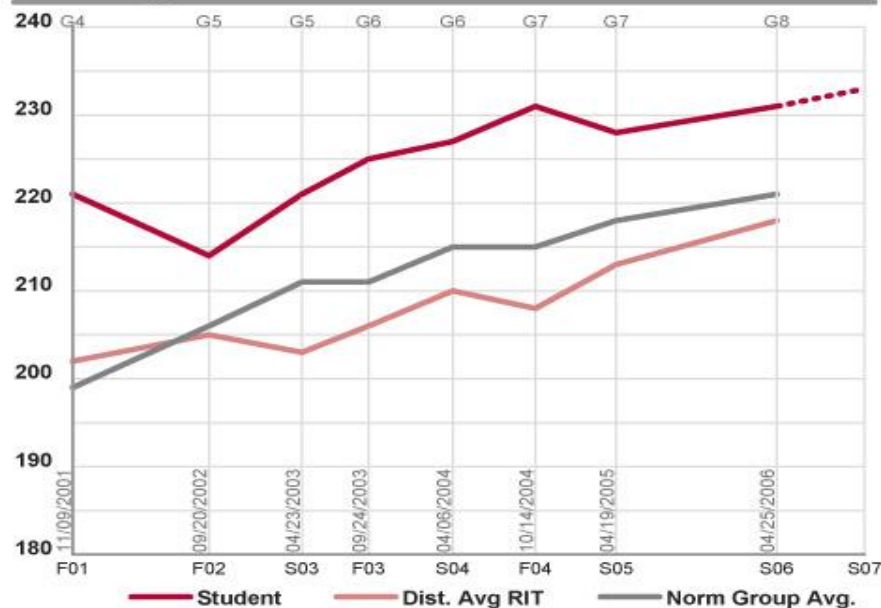


Mathematics Goals Performance - Spring 2006

Num Sense
Comput
Algeb Func
Geom
Meas
Data Analysis / Stat / Probtly
Prob Solv

HiAvg
High
Avg
HiAvg
HiAvg
High
HiAvg

Reading



Reading Goals Performance - Spring 2006

Word Recog / Fluency / Vocab
Reading Comp
Literary Response & Analysis

HiAvg
HiAvg
High

RIT to Reading Range: 1055-1205

Language Usage



Explanatory Notes:

Season/Year

The text below each vertical line on the graph represents the season (F=fall, S=spring, W=winter, U=summer) and the year the test was administered.

Gx

The text above each vertical line on the graph represents the student's grade at the time of the test.

Teacher Report

Teacher Report - Mathematics Spring 2011

Goal Performance

School: Mt. Rainier Elementary School (NWEA Sample District 2)

Class: F090024 Heyborne Homeroom 1(A)

Teacher: Heyborne, Julien N.

Test: Math Survey w/ Goals 2-5 CO V3


| Student ID | Name | Grd | Test Type | Test Date | RIT | Std Err | RIT Range | %ile | %ile Range | Number Sense & Operations | Algebraic Structures | Data Analysis & Probability | Geometric Relationships |
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Median: 186 196 189 193

DesCartes: A Learning Continuum



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A continuum of learning

Please select from the following subjects:

| | | |
|---|---|--|
| <p>Concepts and Processes</p> <p>General Science_CO_V2</p> <p>Language</p> <p>Math 2-5</p> <p>Math 6+</p> <p>Reading</p> | <p>Algebraic Methods, Patterns, and Functions</p> <p>Computation Concepts and Procedures</p> <p>Data Analysis and Probability</p> <p>Geometric concepts, Properties and Relations</p> <p>Measurement</p> <p>Number Sense</p> | <p>Combined</p> <p>Above 240</p> <p>Below 171</p> <p>171-180</p> <p>181-190</p> <p>191-200</p> <p>201-210</p> <p>211-220</p> <p>221-230</p> |
|---|---|--|

To use DesCartes:

1. Select the subject in the left column.
2. Select the goal area in the middle column.
3. Select the RIT range in the right column.
4. A new browser window will open with Adobe Reader* and the requested page will display.
5. Refer to the [Annotated Page](#) for explanation of the results.

*Note: Adobe Reader is required to view DesCartes online.

Essentials

- Purpose
- Organization
- How to use DesCartes
- Teacher Tips

DesCartes Use Agreement

Appendices

- [Vocabulary by Subject Area and RIT Range](#)
- [Signs and Symbols by Subject Area and RIT](#)

DesCartes: A Learning Continuum

Subject: Mathematics
Goal Strand: Number Sense
RIT Score Range: 171 - 180

| Skills and Concepts to Enhance Below 171 | Skills and Concepts to Develop 171 - 180 | Skills and Concepts to Introduce 181 - 190 |
|---|--|---|
| Meaning of Whole Numbers, Fractions and Decimals | Meaning of Whole Numbers, Fractions and Decimals <ul style="list-style-type: none"> Writes equivalent forms of whole number expressions (e.g., $15 + 5 = 10 + 10$) Compares whole numbers through 100* Compares whole numbers through 999 Represents $1/2$ with a diagram or model Identifies equivalent fractions using visual representations* | Meaning of Whole Numbers, Fractions and Decimals <ul style="list-style-type: none"> Counts and converts to dozens with models* Writes equivalent forms of whole numbers 11 to 20 using addition (e.g., $14 = 7 + 7$)* Writes equivalent forms of whole numbers using multiplication (e.g., $12 = 4 \times 3 = 2 \times 6 = 2 \times 2 \times 3$)* Converts to dozens without models Compares whole numbers through 999 Compares whole numbers through 9999 Represents $1/4$ with a diagram or model* Represents $3/4$ with a diagram or model* Identifies equal parts by using models Identifies $1/2$ from a region or set Identifies $1/4$ from a region or set Identifies $2/3$ or $3/3$ from a region or set* Identifies tenths from a region or set* Identifies eighths from a region or set Identifies a fraction (denominators other than 2, 3, 4, 8, 10) from a region or set |
| Numeration - Read, Write, Count, Place Value <ul style="list-style-type: none"> Counts 1 to 10 objects Counts numbers 0-20* Identifies missing numbers in a series through 100 Counts ordinal numbers (1st to 10th) Orders whole numbers less than 10* Writes whole numbers in standard and expanded form through the tens | Numeration - Read, Write, Count, Place Value <ul style="list-style-type: none"> Identifies the numerical and written name for whole numbers 21 to 100 (e.g., 62 is sixty-two, and vice versa)* Identifies the numeral and written name for whole numbers 101 to 999 (e.g., 342 is three hundred forty-two, and vice versa)* Identifies the numeral and written name for ordinal numbers 1st to 20th (e.g., 1st is first, and vice versa)* Counts numbers 0-100 Counts numbers 0-1000* Identifies missing numbers in a series through 100 Counts by 2's to 100 Counts and writes by 5's* Counts backwards from a given number (given number greater than 10)* Identifies a whole number that comes between 2 given | Numeration - Read, Write, Count, Place Value <ul style="list-style-type: none"> Identifies the numeral and written name for whole numbers 101 to 999 (e.g., 342 is three hundred forty-two, and vice versa)* Identifies the numeral and written name for whole numbers 1000 to 9999 (e.g., 3456 is three thousand, four hundred fifty-six, and vice versa) Identifies the numeral and written name for whole numbers 10,000 to 100,000 Identifies the number that is "1 more than" a given number* Identifies the number that is "1 less than" a given number Counts numbers 0-1000* Counts and writes by 3's* Counts and writes by 4's* Counts and writes by 6's, 7's, 8's, or 9's* |

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CO 3.2.1

* Both data from test items and review by NWEA curriculum specialists are used to place learning continuum statements into appropriate RIT ranges.

Blank cells indicate data are limited or unavailable for this range or document version.

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Dynamic Reporting Suite












NWEA Teacher/Class Overview

Strategies/Activities


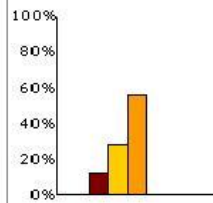
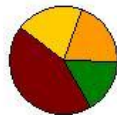
















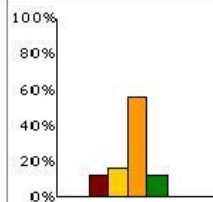
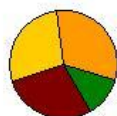















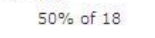














Run this report for a different Term Pair

Teacher: Minix, Ralph

School: St. Helens Elementary School

| | | | | | |
|---|----------------|--|----------------------|---|-------------|
|  | Low Growth |  | Typical Growth |  | High Growth |
|  | Unsatisfactory |  | Partially Proficient |  | Proficient |
|  | Advanced | | | | |
|  | Low |  | Mid-Low |  | Mid-High |
|  | High | | | | |

Class: TF060051 Minix Homeroom 1(A)

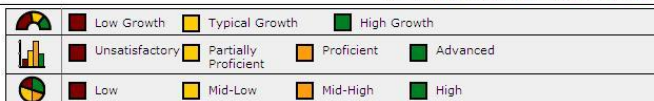
| % Students who met Growth Target Spring 07 - Spring 08 | Projected Performance % Spring 2008 | Distribution of Students by Quartile Spring 2008 | | | | | | | | | | | | | | | | | | | |
|---|---|---|--|--|---|---|---|--|--|--|---------|---------|----------|---------|---|--|--------|-------|-------|-------|--|
| Reading 50% of 18  |  |  | <table><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td>12.0% 3</td><td>28.0% 7</td><td>56.0% 14</td><td>-</td><td>-</td></tr><tr><td></td><td>44% 11</td><td>20% 5</td><td>20% 5</td><td>16% 4</td><td></td></tr></table> |  |  |  |  | | | | 12.0% 3 | 28.0% 7 | 56.0% 14 | - | - |  | 44% 11 | 20% 5 | 20% 5 | 16% 4 | |
|  |  |  |  | | | | | | | | | | | | | | | | | | |
| | 12.0% 3 | 28.0% 7 | 56.0% 14 | - | - | | | | | | | | | | | | | | | | |
|  | 44% 11 | 20% 5 | 20% 5 | 16% 4 | | | | | | | | | | | | | | | | | |
| Mathematics 22% of 18  |  |  | <table><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td>12.0% 3</td><td>16.0% 4</td><td>56.0% 14</td><td>12.0% 3</td><td>-</td></tr><tr><td></td><td>28% 7</td><td>28% 7</td><td>32% 8</td><td>12% 3</td><td></td></tr></table> |  |  |  |  | | | | 12.0% 3 | 16.0% 4 | 56.0% 14 | 12.0% 3 | - |  | 28% 7 | 28% 7 | 32% 8 | 12% 3 | |
|  |  |  |  | | | | | | | | | | | | | | | | | | |
| | 12.0% 3 | 16.0% 4 | 56.0% 14 | 12.0% 3 | - | | | | | | | | | | | | | | | | |
|  | 28% 7 | 28% 7 | 32% 8 | 12% 3 | | | | | | | | | | | | | | | | | |
| Language Usage 50% of 18  |  |  | <table><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td>12.0% 3</td><td>28.0% 7</td><td>56.0% 14</td><td>12.0% 3</td><td>-</td></tr><tr><td></td><td>44% 11</td><td>20% 5</td><td>20% 5</td><td>16% 4</td><td></td></tr></table> |  |  |  |  | | | | 12.0% 3 | 28.0% 7 | 56.0% 14 | 12.0% 3 | - | | 44% 11 | 20% 5 | 20% 5 | 16% 4 | |
|  |  |  |  | | | | | | | | | | | | | | | | | | |
| | 12.0% 3 | 28.0% 7 | 56.0% 14 | 12.0% 3 | - | | | | | | | | | | | | | | | | |
| | 44% 11 | 20% 5 | 20% 5 | 16% 4 | | | | | | | | | | | | | | | | | |

Dynamic Reporting Suite

NWEA Teacher/Class Overview

Strategies/Activities
Run this report for a different Term Pair

Teacher: Minix, Ralph
School: St. Helens Elementary School



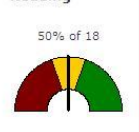
Class: TF060051 Minix Homeroom 1(A)

% Students who met Growth Target
Spring 07 - Spring 08

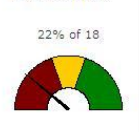
Projected Performance %
Spring 2008

Distribution of
by Quartile
Spring 2008

Reading



Mathematics



Language Usage

50% of 18

- REPORT LINKS
- [Teacher Class Overview Default](#)
 - [Teacher Class Overview](#)
 - [Goal by RIT Band](#)
 - [Grade by RIT Band](#)
 - [Lexile Report](#)
 - [Student Booklist](#)
 - [Student Goal Setting Worksheet](#)
 - [Student Projected Performance](#)

PAGE-BY:

Test Term: Spring 2008

Teacher: Minix, Ralph

Class: TF060051 Minix Homeroom 1(A)

[Link to Goal Setting Worksheet](#)

| Link to Goal Setting Worksheet | Grade | RIT | Reading Performance Category | RIT | Mathematics Performance Category | RIT | Language Usage Performance Category |
|---|-------|-----|------------------------------|-----|----------------------------------|-----|-------------------------------------|
| Kinsman, Audreyanna A. | 2 | 167 | - | 175 | - | 193 | - |
| Ackley, Slim M. | 3 | 189 | Partially Proficient | 205 | Proficient | 188 | - |
| Basar, Mariano O. | 3 | 202 | Proficient | 205 | Proficient | 200 | - |
| Bloomfield, Yanni I. | 3 | 191 | Proficient | 206 | Proficient | 198 | - |
| Bowlds, Michelle E. | 3 | 176 | Partially Proficient | 164 | Unsatisfactory | 175 | - |
| Cohill, Jaslyn N. | 3 | 165 | Unsatisfactory | 200 | Proficient | 168 | - |
| Florencio Gonzalez, Devone E. | 3 | 177 | Partially Proficient | 177 | Unsatisfactory | 173 | - |
| Friley, Zimmerman H. | 3 | 203 | Proficient | 223 | Advanced | 214 | - |
| Gangano, Jaslynn N. | 3 | 209 | Proficient | 202 | Proficient | 202 | - |
| Insignares, Beth-Ann N. | 3 | 188 | Partially Proficient | 186 | Partially Proficient | 185 | - |
| Kerzan, Efrain | 3 | 188 | Partially Proficient | 213 | Advanced | 192 | - |
| Kinney-Johnson, Nakaiya A. | 3 | 203 | Proficient | 200 | Proficient | 206 | - |
| Kluever, Kathijah H. | 3 | 212 | Proficient | 205 | Proficient | 216 | - |
| La, Jairus S. | 3 | 206 | Proficient | 208 | Proficient | 208 | - |
| Lagroom, Clare E. | 3 | 195 | Proficient | 207 | Proficient | 199 | - |
| Mitchell, Janila A. | 3 | 189 | Partially Proficient | 190 | Partially Proficient | 204 | - |
| Ohle, Bravlee E. | 3 | 173 | Unsatisfactory | 198 | Proficient | 193 | - |
| Ortiz Johnson, Valda A. | 3 | 208 | Proficient | 201 | Proficient | 210 | - |
| Ralda, Nikol L. | 3 | 198 | Proficient | 195 | Partially Proficient | 183 | - |
| Sanborn, Cheri I. | 3 | 174 | Unsatisfactory | 172 | Unsatisfactory | 188 | - |
| Thielk, Deserae E. | 3 | 194 | Proficient | 188 | Partially Proficient | 193 | - |
| Uraga, Dory R. | 3 | 212 | Proficient | 204 | Proficient | 208 | - |
| Vallencillomaldonado, Jordan N. | 3 | 196 | Proficient | 214 | Advanced | 210 | - |
| Welts, Pat T. | 3 | 188 | Partially Proficient | 199 | Proficient | 183 | - |
| Whitehorse, James S. | 3 | 201 | Proficient | 199 | Proficient | 203 | - |

Dynamic Reporting Suite



NWEA Student Goal Setting Worksheet

Student: Greenia, Quenten N.

Term Range: Fall 10 - Spring 11

Initial Grade: 5

Students may want to challenge themselves for higher RIT growth than what is typical. The My Goal space can be used to identify that higher goal. Classroom assessment data should also be considered to ensure targeting the correct skill.

| Subject | Fall 2010 | | Fall 10 - Spring 11 | | | |
|-------------|-----------|------|---------------------|------------|---------|------------|
| | RIT | %ile | Typical Growth | RIT Target | My Goal | RIT Growth |
| Reading | 215 | 73 | 4 | 219 | | - |
| Mathematics | 228 | 88 | 7 | 235 | | - |

Reading

RIT ranges in bold indicate a relative area of strength, those in italics represent possible areas of concern.

| Goal Strand | RIT Range |
|------------------------------|----------------|
| | Fall 2010 |
| Literary Texts | <i>207-218</i> |
| Informative Texts | 212-224 |
| Word Meaning | <i>207-219</i> |
| RIT to Reading Range* | 764-914 |

Student Action Plan: _____

Mathematics

RIT ranges in bold indicate a relative area of strength, those in italics represent possible areas of concern.

| Goal Strand | RIT Range |
|-----------------------------|----------------|
| | Fall 2010 |
| Number Sense & Operations | <i>219-231</i> |
| Algebraic Structures | 226-239 |
| Data Analysis & Probability | <i>222-234</i> |



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NWEA Technical Manual

The Technical Manual for MAP and MAP for Primary Grades details the technical measurement characteristics of those assessments, including psychometric characteristics, item development processes, test development processes, and processes for development and maintenance of the measurement scales. Download the Technical Manual [here](#).

NWEA Norms Study Resources

Norms study resources help you use and interpret the NWEA RIT Scale Norms data. Resources include the Norms Study documentation, Growth Projection Calculator, Norms Study Data Files, and School Growth Study. You'll find the norms study resources [here](#).

MAP for Primary Grades

After testing, access your MAP for Primary Grades reports by clicking on the MAP for Primary Grades link in the left navigation bar.

DesCartes: A Continuum of Learning



Dynamic Reporting Suite

The dynamic reporting suite is a new reporting platform that simplifies data analysis and offers classroom tools to apply test scores directly to instruction.

Without digging through pages of data or piles of numbers, at-a-glance analytical tools present information regarding the status of students (individually, by class, by grade, or by a school) relative to growth, proficiency, and norms. These data are easily accessed and analyzed, empowering educators to take meaningful action.

[Access dynamic reports now.](#)

Achievement Status & Growth

| Achievement Status and Growth Targets Class Report Fall 2003 to Spring 2004 - Reading | | | | | | | | | | | | | |
|--|-------------------|-----------------------|---------|-----------|---------------|--------------|---------------|--------------|----------------|--------------------|-----------------|-------------------|--------------|
| NWEA Sample District | | | | | | | | | | | | | |
| School: | | Kennedy Elementary | | | | | | | | | | | |
| Teacher: | | Johnson, Johnson | | | | | | | | | | | |
| Class Name: | | 38 Johnson 5thGrade 5 | | | | | | | | | | | |
| Optional Group: | | None Selected | | | | | | | | | | | |
| Reading | | | | | | | | | | | | | |
| Student ID | Name | Grd | Date | Test Type | FA03 Test RIT | FA03 Std Err | SP04 Test RIT | SP04 Std Err | Growth Std Err | SP04 Target Growth | SP04 Target RIT | Growth Target Met | Growth Index |
| 12341092 | ADOLPHUS, D. N. | 5 | 8/18/03 | S/G | 214 | 3.3 | | | | 4 | 218 | | |
| 12340053 | ALYSHA, K. Y. | 5 | 8/18/03 | S/G | 208 | 3.3 | | | | 5 | 213 | | |
| 12340103 | ALYSSA, J. D. | 5 | 8/18/03 | S/G | 217 | 3.3 | | | | 3 | 220 | | |
| 12340004 | ANDREW, J. N. | 5 | 8/18/03 | S/G | 214 | 3.3 | | | | 4 | 218 | | |
| 12340099 | ANTHONY, K. E. | 5 | 8/18/03 | S/G | 214 | 3.3 | | | | 4 | 218 | | |
| 12341034 | ARIEL, J. B. | 5 | 8/18/03 | S/G | 226 | 3.3 | | | | 2 | 228 | | |
| 12340042 | AUSTIN, A. R. | 5 | 8/18/03 | S/G | 226 | 3.3 | | | | 2 | 228 | | |
| 12340174 | BAILEY, A. L. | 5 | 8/18/03 | S/G | 219 | 3.3 | | | | 4 | 222 | | |
| 12341131 | BENJAMIN, R. N. | 5 | 8/18/03 | S/G | 214 | 3.3 | | | | 6 | 218 | | |
| 12340158 | BRITTANY, E. Y. | 5 | 8/18/03 | S/G | 201 | 3.3 | | | | 6 | 207 | | |
| 12340007 | BRYCE, R. Y. | 5 | 8/18/03 | S/G | 200 | 3.4 | | | | 6 | 206 | | |
| 12341056 | CHRISTIAAN, A. Y. | 5 | 8/18/03 | S/G | 195 | 3.4 | | | | 7 | 202 | | |
| 12340122 | EBONY, J. A. | 5 | 8/18/03 | S/G | 225 | 3.4 | | | | 2 | 227 | | |
| 12340084 | ELIZABETH, R. I. | 5 | 8/18/03 | S/G | 225 | 3.3 | | | | 2 | 227 | | |
| 12340120 | HAILY, E. H. | 5 | 8/18/03 | S/G | 204 | 3.2 | | | | 6 | 210 | | |
| 12340067 | JARED, D. L. | 5 | 8/18/03 | S/G | 209 | 3.4 | | | | 4 | 213 | | |
| 12340057 | JESSICA, A. Y. | 5 | 8/18/03 | S/G | 217 | 3.3 | | | | 3 | 220 | | |
| 12341095 | JESSICA, T. R. | 5 | 8/18/03 | S/G | 209 | 3.3 | | | | 4 | 213 | | |
| 12340095 | JONATHAN, B. A. | 5 | 8/18/03 | S/G | 210 | 3.3 | | | | 4 | 214 | | |
| 12340063 | KATHARINE, J. E. | 5 | 8/18/03 | S/G | 192 | 3.3 | | | | 8 | 200 | | |
| 12340023 | LINDSAY, K. N. | 5 | 8/18/03 | S/G | 222 | 3.7 | | | | 2 | 224 | | |
| 12340015 | LOGAN, A. N. | 5 | 8/18/03 | S/G | 217 | 3.3 | | | | 3 | 220 | | |
| 12340170 | MELISSA, C. N. | 5 | 8/18/03 | S/G | 230 | 3.2 | | | | 2 | 232 | | |
| 12340089 | MICHAEL, A. A. | 5 | 8/18/03 | S/G | 211 | 3.3 | | | | 4 | 215 | | |
| 12340034 | MITCHELL, R. T. | 5 | 8/18/03 | S/G | 214 | 3.3 | | | | 4 | 218 | | |
| 12340184 | RAIN, T. R. | 5 | 8/18/03 | S/G | 205 | 3.2 | | | | 5 | 210 | | |
| 12340019 | RONALD, K. N. | 5 | 8/18/03 | S/G | 212 | 3.3 | | | | 4 | 216 | | |
| 12340754 | SHARI, D. Y. | 5 | 8/18/03 | S/G | 199 | 3.3 | | | | 7 | 206 | | |
| 12340029 | TYLER, E. N. | 5 | 8/18/03 | S/G | 212 | 3.4 | | | | 4 | 216 | | |
| 12340026 | ZACHARY, E. Y. | 5 | 8/18/03 | S/G | 197 | 3.3 | | | | 7 | 204 | | |
| Count of Students with Valid Beginning and Ending Term Scores | | | | | | | | | | | | | |
| Count of Students who Met or Exceeded their Target RIT | | | | | | | | | | | | | |
| Percentage of Students who Met or Exceeded their Target RIT | | | | | | | | | | | | | |

Partnering to help all kids learn



Partner Support

24

Rich Online Resources

- 1** **RIT Score:** The student's overall scale score on the test.
- 2** **Standard Error of Measurement:** An estimate of the precision of the achievement (RIT) score. The smaller the standard error, the more precise the achievement estimate is.
- 3** **RIT Range:** If a student took the test again relatively soon, the score would fall within this range about 68% of the time.
- 4** **Percentile Rank:** The percentage of students in the national norms group for this grade that this student's score equaled or exceeded.
- 5** **Percentile Range:** The range of percentile scores corresponding to the RIT range. Similar to RIT range, if a student were to take the test again soon, the score would fall within this percentile range 68% of the time.
- 6** **Lexile Range:** A score (displayed as a 150 point range) that can be used to find text of appropriate difficulty. By matching each student's reading skill to books, the Lexile Framework[®] for Reading can locate the level at which a student is being challenged without being frustrated.
- 7** **Test Type:** S/G - Survey with Goals; SUR - Survey
- 8** **Mean RIT:** Average score of students in this class for this content area.
- 9** **Standard Deviation:** Indicates the variability of RIT scores within this group. A larger standard deviation generally reflects a wider range of scores and achievement within a class.
- 10** **Median RIT:** Middle score of this class for this content area.

MAP™ Reports Teacher Report (by RIT Ranges)

Displays teachers class data for current testing term sorted by RIT score.

Teacher Report - Reading Fall 2005

Goal Performance

School: Eastland Junior High (NWEA Sample District)

Class: 64 Farmer Read Period3


Teacher: Farmer, Farmer

Test: Reading Goals Survey 5+ IN Version 2

| Student ID | Name | Grd | Test Type | Test Date | RIT | Std Err | RIT Range | %ile | %ile Range | Lexile Range | Word Recog / Fluency / Vocab | Reading Comp | Literary Response & Analysis |
|------------|----------------------|-----|-----------|-----------|-----|---------|-----------|------|------------|--------------|------------------------------|--------------|------------------------------|
| 12341595 | Elizabeth, M. E. | 7 | SIG | Aug 26 | 204 | 3.3 | 204-210 | 27 | 21-36 | 833-783 | 200-211 | 206-222 | 198-208 |
| 12340097 | Gary, J. H. J. | 7 | SIG | Aug 26 | 212 | 3.0 | 212-218 | 47 | 39-56 | 769-619 | 214-226 | 207-219 | 207-210 |
| 12340217 | Courtney, K. N. J. | 7 | SIG | Aug 26 | 210 | 3.2 | 210-219 | 50 | 42-59 | 786-936 | 212-223 | 202-214 | 215-226 |
| 12341384 | Skyler, L. E. D. | 7 | SIG | Aug 26 | 216 | 3.2 | 213-219 | 50 | 42-52 | 794-944 | 202-215 | 215-226 | 214-225 |
| 12341045 | Lorian, D. L. R. | 7 | SIG | Aug 26 | 216 | 3.3 | 213-219 | 50 | 39-55 | 781-931 | 210-221 | 217-230 | 203-214 |
| 12340421 | Nathan, T. I. A. | 7 | SIG | Aug 26 | 217 | 3.6 | 213-221 | 53 | 42-62 | 801-951 | 215-229 | 206-212 | 216-229 |
| 12340249 | Allison, B. Y. M. | 7 | SIG | Aug 26 | 218 | 3.2 | 215-221 | 54 | 47-68 | 833-983 | 212-223 | 216-227 | 212-223 |
| 12340683 | Darius, M. L. A. | 7 | SIG | Aug 26 | 220 | 3.3 | 217-223 | 54 | 53-74 | 855-1015 | 218-228 | 213-225 | 213-224 |
| 12340194 | Eb'Ven, B. Y. E. | 7 | SIG | Aug 26 | 221 | 3.3 | 218-224 | 65 | 56-76 | 888-1038 | 221-233 | 214-228 | 211-223 |
| 12340590 | Alejandra, R. T. L. | 7 | SIG | Aug 26 | 221 | 3.2 | 218-224 | 65 | 53-75 | 884-1034 | 218-229 | 216-230 | 211-222 |
| 12340908 | Adolphus, G. T. J. | 7 | SIG | Aug 26 | 221 | 3.3 | 218-224 | 65 | 53-74 | 875-1025 | 214-226 | 211-222 | 220-232 |
| 12340558 | Rachel, D. N. B. | 7 | SIG | Aug 26 | 221 | 3.3 | 218-224 | 65 | 53-74 | 872-1022 | 213-225 | 213-225 | 218-230 |
| 12341092 | Monte, K. I. A. | 7 | SIG | Aug 26 | 222 | 3.3 | 219-225 | 68 | 59-76 | 894-1044 | 217-228 | 221-233 | 211-222 |
| 12340473 | Jordan, N. R. N. | 7 | SIG | Aug 26 | 224 | 3.3 | 221-227 | 74 | 65-84 | 940-1090 | 218-227 | 225-237 | 216-227 |
| 12340732 | Donnalisha, Z. Y. S. | 7 | SIG | Aug 26 | 224 | 3.2 | 221-227 | 74 | 65-84 | 940-1090 | 217-228 | 213-225 | 225-236 |
| 12340024 | Lavenna, M. A. T. | 7 | SIG | Aug 26 | 226 | 3.3 | 223-229 | 79 | 71-87 | 977-1127 | 226-239 | 216-231 | 217-228 |
| 12340981 | Ketha, L. N. T. | 7 | SIG | Aug 26 | 227 | 3.3 | 224-230 | 81 | 74-88 | 994-1144 | 223-235 | 216-229 | 224-235 |
| 12340470 | Robert, G. Y. R. | 7 | SIG | Aug 26 | 227 | 3.3 | 224-230 | 81 | 74-87 | 985-1135 | 226-239 | 221-232 | 216-228 |
| 12340046 | Tahisa, B. Y. L. | 7 | SIG | Aug 26 | 237 | 3.5 | 234-241 | 96 | 93-98 | 1167-1317 | 224-236 | 243-264 | 228-240 |


| | | | |
|--|-------------|-------|-------------------------------|
| Totals For: Reading Goals Survey 5+ IN Version 2 | | | |
| 8 | Students: | 19 | |
| | Mean RIT: | 220.8 | Mean: 221.5 221.7 220.0 |
| | Std Dev: | 6.3 | Std Dev: 7.2 10.1 7.6 |
| 10 | Median RIT: | 221 | Median: 222 220 221 |

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| * Forum Description | Topics | Posts | Last Post |
|---|--------|-------|---------------------|
| Best Practices Network with peers and share best practices and experiences | 5 | 14 | 6 days 21 hours ago |
| Understanding MAP & NWEA A great place to ask questions to the community specific to MAP, NWEA or the supporting elements | 38 | 73 | 6 days 21 hours ago |

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Christie Shealy
Anderson School District One

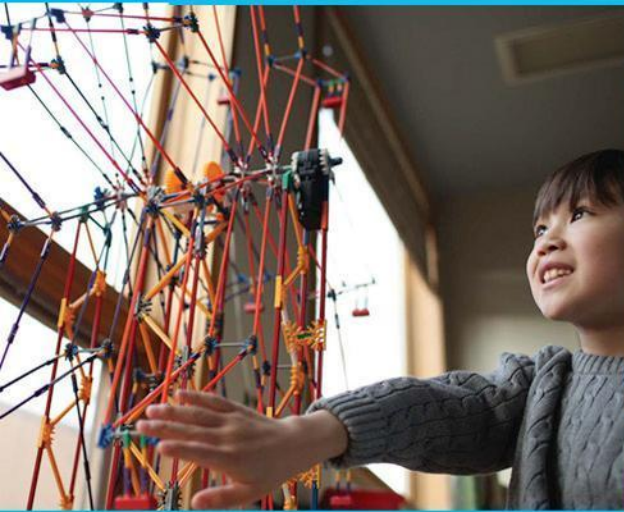


Northwest Evaluation Association

All Kids Learn.

We passionately believe
it, and partner to make
this an everyday reality
for every child.

Partnering to help all kids learn



Questions?
Comments....
Thanks

Susan Klassen
susan.klassen@nwea.org
503.624.1951